

DOCUMENT RESUME

ED 072 988

SO 005 085

TITLE Urbanization as Seen Through Canadian Writings.
Project Canada West.

INSTITUTION Western Curriculum Project on Canada Studies,
Edmonton (Alberta).

PUB DATE Jun 72

NOTE 28p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Curriculum Development; Interdisciplinary Approach;
Literary Analysis; *Literature; Projects; Secondary
Grades; Social Problems; Social Studies; Urban
Environment; *Urbanization; *Urban Studies

IDENTIFIERS Canada; Canadian Literature; *Project Canada West

ABSTRACT

This progress report of the curriculum development project aimed at the study of Canada's urban areas through examination of Canadian writings covers the project's first two years. The initial proposal and early planning is reported in ED 055 010. The primary difficulties, after the formation of the team, entailed acquiring release time, arranging a compatible schedule, coping with the demands of extra curricular assignments, finding workspace, and obtaining secretarial assistance and personnel willing to gather and annotate material. Valuable assistance was given by the professors and students in the University of Saskatchewan College of Education. A major factor contributing to the support received was the effort made on the part of the developers to present their project plans before groups of teachers and planners and to develop a set of transparencies for use by other Project Canada West teams. Two primary focuses emerged from the materials gathered: the physical aspect (the city itself, its structure, its form, its rigidity), and the human aspect (showing how man--who is changing, developing, and fluid--responds to the urban environment. Discussion of how best to utilize and evaluate the materials led the team to submit a proposal to the Board requesting that a special social studies class be offered in which the material could be used and student responses be measured. The proposal was approved and year III will be devoted to in-class curriculum development. (JMB)

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URBANIZATION AS SEEN THROUGH CANADIAN WRITINGS

JUNE 1972

Western Curriculum Project
on Canada Studies

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URBANIZATION AS SEEN THROUGH CANADIAN WRITINGS

This report is a summary of the curriculum process and development followed by the members of the Regina team during the first two years of the project's existence. (1970-1972) A chronological sequence was used so that continuity could be maintained. The developments which occurred, the problems which arose, and the persons with whom we had problems or from whom we received much help can all be found with the two year chronology.

Campbell Collegiate
102 Massey Road
Regina, Saskatchewan

team members:

-Gordon L. Glaicar
(Mrs.) Bernice L. Lys
-J. Kelly Lovering

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Year One - 1970-1971

Our first major difficulty was the formulation of a team. The original proposal and framework for the project was the product of one person - the team leader. Other problems and changes had occurred which made team work more difficult to organize.

Originally, Mr. Unger's historical study of urban development had been approved because it related more closely with the other three Saskatchewan projects in Saskatoon. When Mr. Unger left the Regina school system, our project was contacted to replace his. Preliminary arrangements with the Regina Board of Education had been tentatively made. At the final board meeting in June of 1970 our project was approved and we agreed to work within many of the arrangements which Mr. Unger had proposed for his project. The biggest difficulty with the arrangement was in regard to release time, especially later in the year, for the other members of the team.

Team Development:

In the first three months after school reconvened in September, 1970, the team leader worked alone. Part of his time was spent doing reading and locating materials. The remainder of the time was devoted to speaking to groups of teachers to make them aware of Project Canada West and to find interested persons for the team.

In this stage of public relations each high school in Regina was contacted. Letters were sent to the heads of the English departments and of the social studies departments in each of the schools to acquaint them with the project and to inform them that the team leader was available to attend one of their department meetings to explain Project Canada West more fully. The English departments of three of the high schools accepted the offer--none of the social studies departments replied except from the school in which the project is located. General interest and enthusiasm was expressed by each group who heard the project presentation. One English department organized a reading

assignment for their senior students. These students went through the material in their school library and located and recorded all that they found which was related to Urbanization in Canada. When completed, their dossier was turned in to the project.

After a similar presentation to the English department in Campbell Collegiate, the team leader found two fellow teachers who expressed interest in working on the project. After further discussion Mrs. Bernice Lys and Mr. J. Kelly Lovering agreed to become part of the team.

Release Time:

Because arrangements with the board had been for 1/5 release time for the team leader, meetings and discussions by the members of the team were carried out during noon hours and after school. No other arrangements were possible until the end of the first semester (end of January, 1971).

Arrangements for the second semester had to be made in such a way that better utilization of release time would result. The one-hour per day, the last scheduled class hour, was no longer adequate. This had been the first semester arrangement but department meetings, staff meetings and after school staff responsibilities (i.e. directing a drama production) often made it impossible to leave the school to do the desirable research and reading at the university, etc.. For the second semester the release time was placed into one day (Tuesday) and the team leader's classes were organized in such a way that he did not meet his students that day, or, as in two classes, another teacher taught the students a current events unit. The two other team members were not given release time but an acceptable arrangement was finally arrived at (March) to facilitate meetings. Mrs. Lys was released on Tuesdays from her T.V. assignment to work on the project and arrangements were finally made to have a substitute take

one of Mr. Lovering's classes. The final arrangement and only meeting time for the entire team was on Tuesdays from 12:30 to 2:30 p.m. All other work and consultations were done after school, evenings, and on weekends.

The release time problem was one of the most difficult to overcome. Much time was spent in trying to find a workable solution, and in one case, because of a staff member's reaction, a complete revision had to be found to make the meetings of the team a reality.

Staff reaction to the project varied. Many teachers were interested in what we were doing and were encouraging and helpful. Others, however, reacted in ways which the team did not find very constructive. It was difficult to keep all teachers informed as to how we were progressing. However, good staff relations, especially within the two departments in which we teach, is essential.

Another concern of the team was the extra-curricular duties that we were expected to continue performing. We felt our project ought to receive priority in our time allocation. Because this was the initial year our extra-curricular activities had been assigned and we were still expected to fulfill all of them. The result was even less time for work on the project. Any team which undertakes such a project would be well-advised to see that their teaching time and other duties are well-defined so as to free the personnel for the best utilization of their release time.

Until we were able to obtain a workroom in the school, members of the team had to bring material to sessions and take them back at the end of each work period. Near the end of the school year we were able to obtain a workroom where all our material could be placed. It made meetings easier and it allowed us to leave our material organized so that any member who had some free time could come and do

some work without having to waste time locating and organizing materials.

Because the nature of the project requires a great deal of time in reading and locating material we had hoped to use various people who might have free time and an interest in English. Various approaches were suggested as to how we could get through all the material. As pointed out earlier, an assignment was given to a senior class to go through the Canadian literature in their school library. The team obtained this dossier from the students of Martin Collegiate and found much of it most useful.

Another approach was to contact retired or semi-retired English teachers. With their background and excellent experience we felt that they were ideal choices. Most of these people were busy or still teaching and felt that they would not be able to assist us. Teachers who had resigned for family reasons were considered but those contacted were not willing to become involved because of their families.

During the year eight presentations about Project Canada West were made to university education classes. It was from this group that we received a great amount of assistance. Dr. J. Schaller, College of Education, University of Saskatchewan, Regina, permitted seventeen students from two of his classes to assist us. In a two week reading blitz these students were organized into teams and assigned various areas of reading to locate material. These students were exempt from one of his class assignments and the work they did for the project was included in their final evaluation as part of their class requirements. Had it not been for the efforts of this group the amount of material which we had collected would have been much smaller. The members of the team were responsible for assessing the value of their collected material and for categorizing it into the areas we felt it would be most useful. The co-operation of the professors in the College of Education has been excellent and their encouragement and assistance was, at times, invaluable.

The last two and one-half months of year I were spent in sorting and classifying the collected materials into the categories established in our initial framework and in the preparation of the extensive year-end report. The report contained the project's rationale, an outline of the approach utilized, a complete list of materials collected to date, a summary of the team's activities in Year I, and a brief outline of proposed work for Year II. When the report was completed the team encountered some difficulty in getting the plates typed for the printing. Because it was year-end at the school all the volunteer secretarial help we had received all year from Miss Beggs was no longer available. Also, since the school equipment is called in for repair and for accounting a carbon ribbon typewriter was not available. In the end, a typing student was hired and a carbon ribbon typewriter rented to enable us to complete the plates for printing.

The ten-day media workshop in June, 1971 also created some problems in regards to release time. The board finally agreed to permit the team members to attend the workshop but all year-end examinations, marks, records, etc. had to be completed prior to departure. Exams were to be given on a Friday and all reports turned in on Monday. This year-end pressure from teaching requirements and the completion of the year I report meant that the team members worked late nearly each evening and gave up several weekends to enable them to complete all of their duties.

After the ten-day June workshop the team took a well-earned holiday meeting casually only once or twice during the summer.

Year II - 1971 - 1972

With the increased amount of release time purchased by the project and some timetable adjustments we were now able to meet daily for at least one hour in our

project work room. (This room had been changed during the summer and our working quarters were now in the construction lab. next to the canoes and kayaks.)

During the early part of this second year we continued to compile materials. Later, we determined to make a systematic collection of each work we had listed and then to compile these into working units, topics, or themes. This was a very time-consuming task since much of the material collected for us by students was merely annotated summaries of the works. Had we been more aware earlier of what we would eventually require, time could have been saved by asking all our "helpers" to turn in copies of the materials they had researched and annotated for us in the very beginning.

We also spent much time and energy wrestling with such questions as: - in what format should the materials appear? - how prescriptive ought our guides be?, - by what criteria will we select or reject materials for classroom use?, - how do we handle the question of the language which appears in some of the materials?

These problems and the discussions which they generated often did little else than to bring up more problems. After much frustrated analysis the team decided that they had put "the cart before the horse" and were worrying about concerns which would probably dissolve themselves later. What we needed to do was to collect the material, become very familiar with it and then in that way many of our questions would gradually find their own answers. We then spent the rest of the time during the first semester in a two-pronged approach of (a) collecting the materials and familiarizing ourselves with it, and (b) consulting with others about approaches, strategies, evaluations, etc.

In our consultations we met with Miss P. Wigmore, lecturer in Canadian

literature at the University of Saskatchewan, Regina Campus and with Mrs. Woollard, secondary language arts instructor with the College of Education, University of Saskatchewan, Regina campus. We learned from this discussion that there generally are few guides or criteria for selecting "good" pieces of literature. The only truly useful one given was the "test of time" criteria. Since most of the materials we have collected was written by poets and writers who are still writing we found this criteria of little value to our immediate needs.

We also met with Mr. H. Janzen who had been the director of curricula for the Saskatchewan Department of Education for several years. We put the same questions to him. As an experienced teacher and also responsible for curriculum development he gave us some useful guides and practical suggestions about our material. His enthusiasm and supportive help for our project was most encouraging.

A third aspect of our work during the first half of the second year was to contact about 25 publishers through a form letter requesting any assistance which they might be able to give us. Many replied by sending complimentary copies of books that they felt might fit into our project. Several publisher representatives visited us to get more information about our project and to offer assistance.

A problem arose early in the year which brought home the absolute necessity for open lines of communication and information with fellow staff members. In the collegiate in which we teach the total teaching load for each teacher had increased over the previous year, yet, on the timetable, the three members of the team had fewer classes than all the other teachers. A few unpleasant encounters led the team to ask for time at the next staff meeting to clarify the facts. Eventually, a special staff meeting was called to permit us time to explain to the whole staff about Project

Canada West and how our project fit into it. A special set of overhead transparencies were prepared with the help of Mr. Dennis McNeil, graphic artist with the T.V. studio in our school, to make the presentation shorter and more interesting. After the team explained their work and especially the point that our release time was bought from the school board by Project Canada West and therefore we were answerable to them for what we did with that "hour off each day", the staff attitude began to slowly change. Noticeable change of attitude also occurred with the members of the administrations once they could see concrete developments. This was especially true after we were requested to give presentations to the Canadian Community Planners conference and to the Educational Research Association of Saskatchewan. Visits to the school by Project Canada West and Canadian Studies Foundation executive members also helped. Visits from persons not related directly to the project and their enquiries about our project helped create a more sympathetic response from the administration.

Our team made a presentation to the annual meeting of the Saskatchewan branch of the Community Planners of Canada. With the help of the transparencies the background and development of the Canadian Studies Foundation and of Project Canada West were presented as well as a brief explanation of each of the 14 sub-projects with Project Canada West. The community planners have been trying to prepare materials for educational use and felt that their best role at this time would be to make themselves and their resources available to Project Canada West teams.

Two team members spent a weekend in Saskatoon meeting with the other three Saskatchewan teams to prepare for our presentation to the Saskatchewan Educational Research Association conference. This weekend also proved useful in another respect for it gave us the opportunity to sit in on the provincial English curriculum committee

meeting. The committee was in the final stages of completing the new year I program for Division IV. One of the themes they had suggested was "urbanization" and we were mutually enthused about how our two endeavors could compliment each other.

Later that month the team was involved in a presentation to the Saskatchewan Educational Research Association. Our team along with the three teams from Saskatoon presented the idea of the teacher as a curriculum designer and developer along with information about our specific projects. We found that the persons who attended the session were most interested in how our experiences in the "process" of curriculum development could be experienced by others. Too often the process of developing a curriculum is "snowed-under" by the strong emphasis placed upon the creation of a product. Once the product is completed few others benefit from the process used to develop the product.

One activity our team had been involved in during this time was the creation of sets of transparencies for all Project Canada West teams and for the members of the Board of Trustees. Our transparencies prepared for the staff meeting and used at the Community Planners conference were examined by Dr. Sabey. Sets were requested for all teams and we took on the task of working with Dennis McNeil, Campbell Collegiate's graphic artist, and with the A.V. department of the Regina Board of Education to prepare the sets. Gordon Glaicar spent two weeks on this task while Bernice Lys and Kelly Lovering continued with the other team activities.

Always ready to expand on the materials the team had collected we found that several series of lectures were being given which might be useful to our project. Bernice Lys faithfully attended all of the "Homecoming 71" writers series of lectures given by people who were born in or had lived in Saskatchewan. Gordon Glaicar

attended lectures sponsored by the public library or the university which might be useful to us. Dr. Sutherland's lecture "Comparative Canadian Literature" was of particular interest.

As a result of these lecture series we felt that it would be valuable to try to have video-tapes of these writers. Bernice Lys took on the task of tracking down the cost and feasibility of such tapes. The information we obtained made it beyond the reach of our project budget. We, however, obtained a video-tape of one of the lectures given by Paul Heibert in Saskatoon and after viewing it, felt that there was merit in making such video-tapes available to teachers of Canadian literature. Perhaps the Canadian Studies Foundation might investigate the possibilities of producing such a bank of video-tapes or they could, with the C.B.C. produce a series on Canadian writers. We hope that these possibilities will be pursued.

As well as the systematic collection of materials the team carried out a systematic viewing of N.F.B. films which had some relevance to urbanization. We found many of these films to have excellent potential for classroom use and would recommend others to utilize this source.

Members of our team have also been involved in extra-curricular activities in the school. As members of the school staff we are expected to participate, yet this involvement often caused divided attention and loyalties that resulted in conflicts. The sheer amount of time involved in coaching a basketball team or football team, or directing a drama production, or supervising the make-up crews for drama productions led the team to seriously examine how a balance between school and project duties could be achieved. The most crucial factor in this question was the students. Do we sacrifice the needs of our present students to see and work with us in extra-curricular

activities for the possibility of better curricula in the future?

After the Christmas break the team concentrated on the January Project Canada West conference in Edmonton. We prepared two booklets of our materials and selected several films to share our projects' developments with the other teams. Although the air-strike resulted in a postponement of the conference until March most of our work was completed in January. We explored the possibility of a combined presentation with the Calgary team but did not attempt it.

Our entire team and the members of their families spent a weekend in Saskatoon at the end of January. During the day sessions discussions were held in which the four Saskatchewan teams shared ideas, raised questions, and discussed problems and concerns with the other members. These discussions were a prelude to the Edmonton conference and helped us to identify mutual concerns and problems which we all felt required some answer or direction from the Board of Trustees. In the evening all team members and their husbands or wives had dinner together. This had been the first opportunity in two years for people not directly involved in the project but directly affected by it, the husbands and wives of team members, to become acquainted. We suddenly realized that even such a meeting was necessary and we would recommend it to others who yet have not tried it.

Although the January Project Canada West conference was postponed the team continued its work of selection. We sifted through all the selections, categorized them and rejected those which were too vague and ambiguous. Even after this stage we were left with some 500 pages of writings. It was at this point that the idea evolved of offering a special class at the school in which the materials we had collected would be used and the students' responses and activities could help us in the final selection

of materials for the anthology. Again a two-pronged approach developed.

We divided our time between (a) setting up the rough structure for the class we wished to offer and to present this idea to the Regina Board of Education and the Saskatchewan Department of Education and (b) getting the materials retyped into a rough manuscript form for use in the class. For this second part we hired the secretarial services of Miss. I. Beggs. Miss Beggs as Campbell Collegiate's secretary had voluntarily done our typing last year. This year, her new position in the central office gave her more spare time in the evenings and she agreed to do the typing for us in the evenings. It is to the work done by persons such as Miss Beggs for our project that enabled the team members to concentrate their efforts upon other developments. Thank you Miss Beggs.

. For the proposed new class Mrs. Bernice Lys took on the responsibility of drafting the framework and the proposal. After several discussions and some alterations the proposal was completed (see appendix) and submitted to Mr. A. Robb, superintendent of curriculum development for the Regina Board of Education. At about the same time a letter was sent to the Regina school board from the Campbell team requesting permission to give the board a progress report about our project and to discuss next year's release time. While we awaited replies to these two letters we prepared a form letter to publishers notifying them of our intentions to use their materials for a pilot study and requesting their approval and permission.

During the mid-semester break Gordon Glaicar had the opportunity to meet with a Toronto member of the Art and Literature project from the Toronto-Montreal team. In this discussion information about the two projects was exchanged and several areas of mutual concern were discussed. Of particular significance was the question

of national distribution and dissemination of processes and products created by the various projects.

Discussions such as this one serve to keep teams informed of other developments. More consideration ought to be given to arranging more such exchanges among complementary projects or perhaps to a national meeting of the funded Canadian Studies Foundation projects.

After the mid-semester break a new factor was added to complicate future team planning and development. Team leader Gordon Glaicar had been nominated for a one-year lectureship with the Commonwealth Institute in London, England. The other members of the team assured him that the project would go ahead during his absence and that he ought to approach the Regina school board for a one-year leave of absence. This written request was forwarded to the Regina board which now had three different yet related requests from our project to consider.

On Wednesday April 12, we were notified that we were to appear before the noon meeting of the school board the following Monday, April 17. We were also to provide the board with a written resumé of our two years' work by that Friday so that it could be duplicated and distributed to board members. In order to make this resumé possible one of the team members had to stay up until 3:00 a.m. taping a summary of the team's work so that the office staff could get it typed and distributed to the board members on Friday.

Dr. George Tomkins, Canadian Studies Foundation co-director, also was scheduled to visit us the next day, April 13. In the turmoil and hectic activity for the board presentation we inadvertently left Dr. Tomkins stranded at the airport. In our discussions with Dr. Tomkins we explained our proposal for the pilot-study

class and he agreed to write a letter to the board on our behalf.

The meeting with the board on April 17 ended with the board's endorsed support for the class and approval for our release time. (Later, it also granted Gordon Glaicar a one-year leave of absence so that he could accept the London appointment.) Mr. A. Robb, superintendent of curriculum development, agreed to speak upon our behalf and that of the Regina board to the Saskatchewan Department of Education to obtain permission to grant the class and to give credit for it. Shortly thereafter, a letter from the Department of Education granted us permission to offer the class as Social Studies 30 and to give one-credit for it as a social science elective in Division IV.

The approval of the course and the subsequent publicity it received has done a great deal to make our project of interest to other teachers and to provide the team with more positive support from the various levels of administration.

Students for the course next fall were registered in a special registration session at Campbell Collegiate since pre-registration for next fall's classes had already taken place before the Easter break. Within two days the class limit was filled and 10-15 more students were asking for it for the spring semester next year.

With these administrative decisions now completed the team moved ahead to complete the final stages of the booklets for the pilot course. The Saskatchewan Teachers' Federation was given the manuscripts for the two books of writings (Faces OF the City and Faces IN the City) and they are now in the process of preparing them for our class this fall.

One of our major concerns about permissions and copyrights now became a reality. Letters from publishers formed a wide range of responses from enthusiastic approval to severe criticism. Communications with Dr. Sabey, Project Canada West

executive director, and R. Richert, Saskatchewan member of the Board of Trustees for Project Canada West about our problem ended with a visit from Mr. W. Clare, publisher from Winnipeg. Our lengthy consultations ended with Mr. Clare and Dr. Sabey meeting to formulate a policy and to handle our problem. We were assured that Dr. Sabey and Project Canada West ought to assume the task of securing permissions thus freeing us from this task to concentrate more directly upon the project's development.

At the end of April the Saskatchewan Social Studies Teachers' Association had its annual conference in Regina and Project Canada West was asked to present two two-hour workshops. The Regina team organized the workshops into two sections, Division I and II and Divisions III and IV. The two teams from Saskatoon working in Division II along with material provided from the 5 to 9 Powell River, B.C. project presented one section and the Urban Geography project from Saskatoon and the Environmental Concerns Project from Winnipeg prepared the other section. All of the secondary science teachers of Regina, especially biology teachers, were invited to attend the presentation because the Winnipeg team had combined the disciplines of geography and biology. Unfortunately the conference's session times were never kept which ended in one of the workshops being completely dropped. We salvaged part of the conference by having the one biology teacher from Campbell Collegiate who appeared join us for dinner where she could exchange information and ideas with the three members from Winnipeg.

In May two team members attended a public meeting sponsored by the Regina Branch of the Canadian Community Planners which dealt with the study of the Central Business District of Regina. Mr. Dave Innis of the city planners office gave the slide

presentation and the team members agreed to make use of the background and knowledge of people such as Mr. Innis during the pilot class next year.

Dr. Ron Carswell, University of Calgary, visited our team to discuss evaluation. His ideas and suggestions about the problems of evaluation were most helpful and we plan on utilizing his abilities further.

The end of the second year again found us occupied with regular teaching and school assignments and with the writing of this process report. Problems over time-tabling and the scheduling of release time also had to be clarified with the school's administration.

Our major concern for Year III will be the course which we have approval to offer. The development of strategies and classroom activities, and the assessment of our materials will be our primary concern. Since the team will be temporarily reduced in size by the absence of one of its members, the remaining active members will concentrate upon these two major developments.

Appendix

A Proposal For

an

Urbanization through Canadian Writings Course

for

Campbell Collegiate

submitted by:

members of the Project Canada West
team in Campbell Collegiate

RATIONALE for Urbanization through Canadian Writings course

1. The increasing rate of urbanization in Canada has resulted in concern about large masses of people. Even in regions not directly affected now, the problem of large masses of people brought together through rapid urbanization could become a primary concern. Within such large groups the individual is often relegated to a role of secondary importance. To counteract this alienation aspect of urbanization the study of Canadian writings would allow the student to become involved personally, though vicariously, in the lives and situations of individuals. This involvement could provide him with insights about himself, his place, and his role in urban society. It would also provide him with an opportunity to empathize with people in situations which he himself has not experienced or confronted.

2. Writers and poets have been said to be the barometers of their society. By examining their works one can be made aware of the variety of responses which people have already made to the topic of urbanization. Many writers and poets have been commenting upon the urban scene and life in the urban scene for some time.

3. The deplorable lack of knowledge about and familiarity with Canadian writers and poets can be changed by this study which allows students to explore and use the works of Canadians (on a thematic basis) and thus become more familiar, more critical and more appreciative of their Canadian literary heritage.

4. This course is a study of national scope with materials related to all parts of Canadian urbanization. The material discussed is very flexible and adaptable to allow for survey studies of the Canadian scene generally, to allow for city or local studies, and to allow for intensive area studies of the urban region in which the students reside or the urban areas closest to their residences.

It could also permit a study to be made of a region which is densely populated (e.g.

the area from Montreal to Hamilton) to analyze what unique problems such intense concentrations of population pose and how they have been viewed by the writers. Because this literary approach is so encompassing in its comments, it is easy to see it is totally transferably for use in any area of Canada.

CONCLUSION from Rationale:

1. Students have become very aware of their environment and the problems we face as people merely to survive. Along with the issue of survival, the alienation or loneliness of a person in a large mass of people becomes a frightening prospect. We feel that by examining the urban environment through the works of Canadian writers, poets, novelists, etc. the students can confront some of these major concerns from an important perspective - the eyes of the writers.

2. Because of the level of the writing, a certain level of maturity is necessary to examine the material. The team feels that division IV students (grades 10, 11, 12) would be best to handle this material.

3. This course contains elements which lend themselves well to an interdisciplinary approach and to the idea of correlation and team-teaching, yet it does not significantly infringe on any existing course in division IV.

COURSE OUTLINE AND CONTENT

We have formulated guidelines and collected materials which we viewed as essential to the workings of this proposed course.

A. GUIDELINES FOR CONTENT SELECTION

For our purposes Canadian writings (novels, short stories, poems, plays, etc.) and films have been defined as follows:

1. A Canadian writer (a) a person who was born, raised, and has lived in Canada.

- (b) a naturalized Canadian
- (c) a person not born in Canada but who has resided in Canada for at least 4 or 5 years.

2. Canadian material
- (a) material written by Canadians about Canada
 - (b) material written about Canada by naturalized Canadians or non-Canadians who have lived here long enough to make creditable comments.
 - (c) material which is of a more universal nature or theme and which can be applied to the Canadian scene. This material is selected if the author is a Canadian.

3. Urban literature - the criteria for the selection of these works are similar to those above in the definition of Canadian material with the added restriction that they are related to the urban theme.

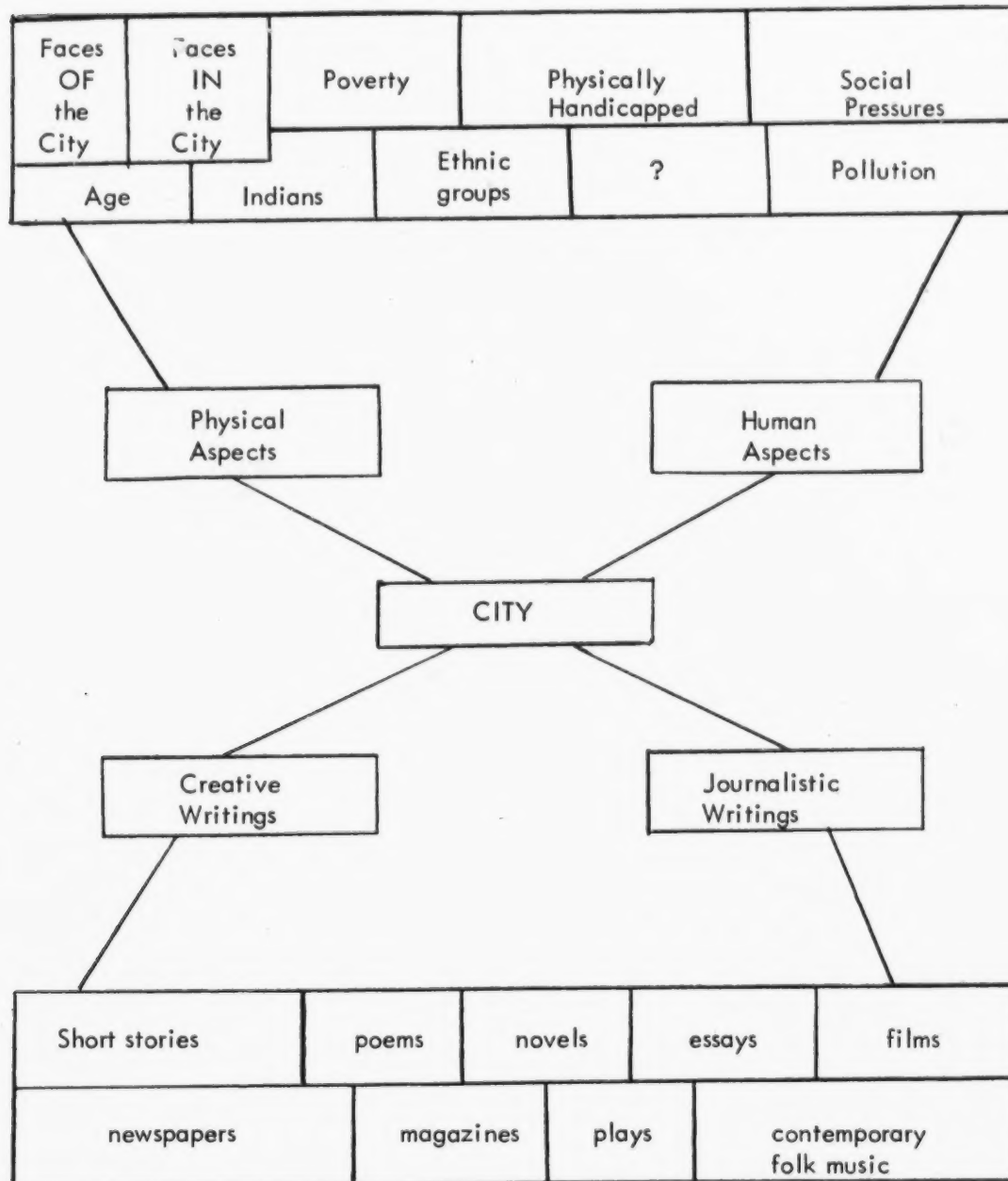
B. A COMPILATION OF CANADIAN WRITINGS RELATED TO URBANIZATION

We have collected and organized into booklets materials which meet our criteria. By the very nature and design of this project we intend that it should remain open-ended. We do not presume to say that our material is complete nor do we feel that the material is necessarily the best. We do feel, after a careful scrutiny of our material, the following:

- (a) We have more than an adequate amount of material already written by Canadian poets, novelists, and writers related to urbanization.
- (b) We have collected a basic source of material to which other works may be added for a study of various aspects of urbanization.

(c) From the material we collected and examined, we have found that two major groups occur: physical aspects and human aspects. The physical aspect is viewed as the city itself, its structure, its order, its form, its rigidity. In these selections we merely see the city being described or we see the city's effects upon the people who inhabit it. The human aspect is the material which shows how man, who is changing, developing, and fluid responds to the urban environment - Man's reaction to the city.

The following diagram sets forth our course pattern, keeping in mind our rationale and materials.



The physical and the human aspects are present in all of the works related to the city. How they are emphasized or de-emphasized is one of the major considerations the classroom study would examine. The opportunities for cross-reference between these two aspects will also be areas for examination.

Realizing that each work contains the physical and the human elements, we then grouped our material into various categories. These categories are the guide by which the course's work will be done.

A. Physical Aspects

1. Reasons cities exist a) town forming activities

- single function towns (mining)

- multi-function towns

b) town serving activities

- service centres

c) Canadian urban system(s)

- economic base

- service sector

- interdependence

2. Economic regions of the city

a) central place theory - high order low order

- i) nodal regions

- ii) umland region

- iii) threshold market region

b) others - radio, T.V.

- universities

3. The city and space

a) Central Business District

- b) Patterns of Land Use
- c) Peripheral Areas
- d) Industrial Drive

4. Physical problems of the city

- a) growth
- b) transport
- c) pollution
- d) slums
- e) urban renewal
- f) others

B. Human Aspects

1. Faces of the city

In this category we have 4 sub-groupings.

- a) descriptions (neutral)
- b) rejection of the city (the city is viewed negatively and man wishes to withdraw from the city and escape to nature)
- c) attraction to the city (the city is viewed as the place "where the action is". Even if it is "bad" we are still drawn to it.)
- d) conflict and tensions between rejection and attraction. (Even though we reject the urban we are not satisfied with the rural and thus fluctuate between the two.)

2. Faces in the city

Various individuals or persons are seen as city dwellers, living and reacting to each other, to themselves, and to the city. These views are often given

through the writer's eyes and therefore as a third person he is assuming that his observations are or would be those of the person about whom he is writing.

3. Poverty
4. Handicapped
5. Age - both young and old
6. Ethnic groups
7. Indians
8. Social Pressures
9. Pollution

Evaluation

We consider this outline to be a practical approach to an urban studies course which would comply with the existing curriculum procedures at Campbell Collegiate. The students enrolled in this course would be evaluated by a variety of techniques which would enable both the students and the team to be aware of progress in the course as we complete each unit of study.